



## GOODYERS END PRIMARY SCHOOL

### Spiritual, Moral, Social and Cultural Policy (including Citizenship and Collective Worship)

This document is to enable the Governing Body and staff of the school to ensure the effective management of the SMSC curriculum, and that the school complies with the legal requirements of the National Curriculum and SACRE documents.

Adopted by Governing Body:

Signed \_\_\_\_\_

Chair of Governors

\_\_\_\_\_

Headteacher

Date Autumn 2019

Date of next review Summer 2022

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## 1. Introduction

1.1 At Goodyers End Primary School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.

1.2 SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.3 Christian values, principles and spirituality will be explored in the curriculum, especially in RE and Collective Worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

1.4 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

1.5 Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

1.6 All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

1.7 School assemblies play a key part in promoting SMSC throughout the school.

1.8 The school fully subscribes to the national All About Me project to promote and develop social awareness and emotional literacy.

## 2. Aims of SMSC

2.1 To ensure that everyone connected with the school is aware of our values and principles.

2.2 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

2.3 To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

2.4 To ensure that children know what is expected of them and why.

2.5 To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

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- 2.6 To enable children to develop an understanding of their individual and group identity.
- 2.7 To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- 2.8 To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- 2.9 To ensure the school meets the legal requirements for a daily act of collective worship which is broadly Christian in character.
- 2.10 To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs. We teach our pupils:
  - to be mindful of living by British law in all dealings and the realities and responsibilities of living in a multicultural society.
  - the need to respect others especially if you disagree with their opinions, beliefs, values or lifestyle. Everyone ought to be treated with respect and tolerance and afforded their rights and that just because you do not agree with individuals does not mean you cannot get on with them.

We organise visits to places of worship from a range of faiths and conduct lessons around these visits to enable our pupils to appreciate and accept diversity.

### 3. School Assemblies/Collective Worship

- 3.1 A daily assembly of children will be offered, either as a whole school or in phases. Assemblies will:
  - provide a daily act of collective worship
  - develop a community spirit
  - be broadly Christian in nature
  - promote the school's culture, values and expectations
  - explore important moral and social themes
  - promote care for the planet
  - provide important notices and information
  - celebrate children's successes and achievements both in and out of school
  - share the school curriculum with parents/carers
  - share and celebrate world culture, religions and festivals
  - promote racial harmony and respect for all
  - welcome visitors to lead assemblies and share experiences, values and beliefs.

3.2 Assemblies may be led by:

- Headteacher
- Assistant Headteachers
- senior teachers
- classes of children
- identified groups of children
- invited visitors, eg local clergy, charity workers, local Headteacher.

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3.3 Elements of these assemblies will be broadly of a Christian nature and include:

- religious and moral themes
- praise/moral songs
- prayers/quiet reflective times.

3.4 A termly Parent Assembly will be offered where children and their families can share information, successes and celebrations together.

### 3.5 Withdrawal

- 3.5.1 Parents/carers will be offered the right to withdraw their children from the act of collective worship and their wishes will be respected.
- 3.5.2 Parents/carers are invited to talk to the Headteacher if they require further information about the daily act of collective worship and/or wish to consider withdrawing their child.
- 3.5.3 Parents/carers are asked to inform the school in writing if they wish to withdraw their child from the act of collective worship (or parts thereof), outlining exactly what they wish their children to be withdrawn from.
- 3.5.4 Staff have a freedom under the 1944 Education Reform Act not to have to lead or attend collective worship. The school will respect this right, but will expect staff to attend parts of an assembly when collective worship is not taking place, eg the giving of notices, celebrating pupil achievements, class assemblies.

## 4. Learning & Teaching

4.1 Spiritual Development – as a school we aim to provide learning opportunities that will enable children to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

4.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching particularly that of Jesus
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements.

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4.3 Social Development – as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged.

4.4 Cultural Development – as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise Christianity as a world wide faith
- develop an understanding of their social and cultural environment.

4.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. As part of our PSHE curriculum, across the whole school we deliver the Protective Behaviours and Spring Fever schemes:

- Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.
- All About Me; the class teachers will deliver a set of lessons on the subjects:  
All about me  
My relationships  
Me and My Body  
My thoughts, feelings and behaviours  
My choices and personal boundaries.

In order to deal with questions, teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. A questions box is available to help children ask questions they may be embarrassed by.

4.6 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

4.7 Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging

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- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally, eg empathy, respect, open-mindedness, sensitivity, critical awareness etc.

#### 4.8 Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

#### Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility eg class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- encouraging teamwork in PE and games
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres e.g. composer of the month
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations
- studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in traditional English country dancing as well as dance from other cultures
- opportunities to make and evaluate food from other countries
- opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba
- studying the contributions to society that certain famous people have made.

### 5. Links with the Wider Community

- Visitors are encouraged and welcomed into our school.
- Links with the local churches are fostered.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

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- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum and effective transition, takes place regularly.

## **6. Monitoring 7 Evaluation**

6.1 Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHE&C teaching and learning by the appropriate curriculum leader
- regular discussions at staff and governors' meetings
- audit of policies
- RE/PSHE&C development and, when relevant, inclusion in the SIP
- collation of evidence of children's work/experience in a school portfolio.

## **7. Implementation Of Policy**

7.1 The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

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## Definitions

### **Spiritual Development**

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

### **Moral Development**

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

### **Social Development**

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

### **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

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